

Course Outcomes Guide

Directions: Please complete this form to document your progress toward improving student learning. For each item, indicate your progress and your anticipated next steps. Thank you!

Course/Program Title: ENG 205 American Literature I

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Student Learning Outcomes: 1. Students will be able to identify writing styles, themes, and importance of major works by American authors. 2. Students will be able to analyze, synthesize, and write about American literature and authors. 3. Students will understand the historical and cultural environments of major American authors and their works.

Content course objectives: At the end of this course, students will be able to:

1. Understand and explain the development and progression of American literature
2. Discuss and understand the historical and cultural contexts of major American authors and works
3. Identify major literary movements and trends in American literature
4. Know one author or aspect of American literature in depth through researching and writing

Assessment: In addition to 3 or 4 shorter papers (2-3 pages) each student is responsible for a final project:

The assignment must adhere to the standards of college writing and must use parenthetical documentation and a Works Cited list in correct MLA format. Research papers must be in MLA format. **You must use at least three outside sources (besides your textbook) and they must be of HIGH quality. Encyclopedias, Wikipedia, layman's web sites, buy-a-paper moron sites, and poor quality web sites are not acceptable. The HCC library has excellent web-based full-text subscription servers – just ask the research folks for help. Papers should be written using MLA format and documentation.**

1. Choose one of the writers from our textbook and write a 5-7 page paper explaining that author's impact on and contribution to American literature. You may consider why they wrote, how they wrote, why they are still considered important, the impact of what they had to say, how they changed literature and other considerations you may find important. What is NOT necessary is an author biography unless an author's biographical detail is pertinent to your

discussion. If so, biography should be limited to a sentence or two for context. You should use textual support from the author within your paper.

2. Design a literary tour guide of some area of the country that is connected with American literature (Concord, Ma; Maine, Boston, Plymouth Colony, Richmond, Va., New York, Philadelphia etc). Your audience will be persons interested in learning more about this country's literary heritage and gain understanding about American literature and writers. Research important stops on your tour, (this could include both historical locations, authors' homes, libraries that house original manuscripts, towns, etc.) and explain why they should be included and what their importance is. Provide descriptions of writers associated with this area so that prospective clients will be excited about taking your tour. Your tour must include at least 3-4 writers who have some connection with the area and who are represented within our textbook. Provide a MLA works cited listing all sources used to construct your tour.

3. Design a PowerPoint that could be used as a lecture about a particular author or literary movement we have discussed in class. The PowerPoint must have at least 20 slides, not including a list of sources used at the end. This must include college-level information and must show your understanding and appreciation of this author.

4. Come to me with your own original idea – a video? – a wall chart map? – an American literary heritage quilt? This idea must be academic and scholarly and involve research and writing.

Do not simply write a biography of an author for this research assignment!

Validation (What methods have you used or will you use to validate your assessment?)
Consultation with colleagues in the Humanities division.

Results (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

Weaknesses in students use of accurate punctuation and MLA documentation about 30% did not write/research/document accurately

Follow-up (How have you used or how will you use the data to improve student learning?)
Increased instruction in punctuation for academic writing and research instruction, including a session with HCC research librarians. Course will be offered again in Summer 15

Budget Justification (What resources are necessary to improve student learning?)

No additional resources required at this time.